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ABSTRACT

This guidebook was developed to aid mothers who are attending school or training programs and also have preschool or school-age children at home, to find new approaches to their complicated life situations. Based on the experiences of 215 women in Allegheny County Pennsylvania (Pittsburgh), the booklet describes some of the problems they faced as they went through their educational programs, and shows some of the practical, workable ways in which they attacked their problems, i.e., their strategies. The guide is divided into two sections. Section 1 describes six "case histories" of women in various marital, family, income level, and social status situations (composites drawn from many women in these categories), and relates their problems with money, child care, relationships to husbands and other family members; it then shows how they are coping and makes suggestions about how they could attack their problems more effectively. Part 2 presents some ideas for women preparing to start an educational program. Topics covered include choosing a school or training program, financial help, child care, choosing a career, and support networks. Names and addresses of potentially helpful organizations, as well as suggested references, are provided. The book concludes with a list of model programs for school administrators, counselors, trainers, and teachers that address the needs of women. (KC)

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HOW ABOUT A LITTLE STRATEGY?

AN IDEA BOOK FOR MOTHERS IN SCHOOL OR TRAINING

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PREFACE

Laurie Brenner is a 28-year-old divorcee whose daughter, Annie, is in the third grade. Laurie is the sole support of the two of them. After her divorce, Laurie enrolled in an electrician training program at a private trade school, and now, after completing the course, she is serving a four-year apprenticeship in the electricians' union. As an apprentice, Laurie works all day, at job sites as much as 65 miles from her home, and, as part of the program, attends night school classes twice a week at a local community college. It hasn't been easy. In the past three years she has faced a score of problems, which range from finding good child care for Annie, to finding cheap and reliable transportation, managing her slim finances, eking out a few hours a week for her limited social life, poor health (her own and Annie's), and, because she is training in a male-dominated field, she has had to cope with some sex discrimination and harassment as well. Despite these problems, Laurie has learned how to plan ahead, and to organize, arrange and re-arrange details of her life so as to cope with problems as they arise.

Laurie is one of 215 women whose experiences in a great variety of schools and training programs have contributed to the making of this booklet. These women—all of them mothers with at least one pre-school or school-aged child at home—participated in a study funded by the Women's Educational Equity Act Program in 1977 and 1978. The purpose of the study was to find out what problems these mothers encountered as they went through their educational programs, and to learn about the many practical, workable and ingenious ways in which they attacked these problems—in other words, their strategies. This booklet is the end result of the research—an attempt to translate the experiences of 215 women into a guidebook that may be useful to others in the same situation.*

The 215 women came from all parts of Allegheny County, the county that includes and surrounds the city of Pittsburgh. They lived in the city itself, in the suburbs, and in small towns, even rural areas within the county. In age they ranged from 17 to 53. Racially, 63% were white, 36% were black, and 1% were other minorities. The number of children who lived with them while they were in school

*A more complete discussion of the research for this project is included in the final report. Copies may be reviewed in the U.S. Education Department, WEEA Program Office, Washington, D.C.

varied from one to seven, and the children themselves were spread through all age groups. About half of the women were married and lived with their husbands and children; a third, like Laurie Brenner, lived with their children alone; and the rest lived with relatives or other adults.

The household incomes of these women also differed widely, ranging from less than $3,000 per year to well above $25,000. About 55% had annual incomes of less than $10,000; 28% had incomes between $10,000 and $20,000; and 17% had incomes of more than $20,000.

The women in this study were enrolled in almost every imaginable kind of school or training program. Some had gone back to school to earn a General Equivalency Diploma (GED); some were in two-year and four-year college programs. Many of the mothers attended technical, vocational or business schools. Some of them attended programs sponsored by employers, labor unions, community organizations or government agencies. Three-quarters of the women completed their chosen program, while 25% dropped out before finishing.

What we learned from talking to women from such a variety of backgrounds was that, although each mother had her own unique set of problems, women in similar circumstances frequently had certain kinds of problems in common. For example, women whose incomes were low were likely to share certain financial and transportation problems. Women who had incomes in the middle range and who were not employed, especially those living with husbands or male friends, more often had household-centered problems. Women who were employed and had incomes in the middle or high ranges most often shared the problem of being able to find the time to juggle the many demands of job, home, school, family and friends.

In the same way, women in similar situations often arrived at similar strategies. Low-income women who completed their programs, for instance, devised inexpensive ways of exchanging favors with relatives, friends and neighbors, while women in better financial positions began using their money in ways that would ease the way through their programs.

The booklet is in two sections. First, we profile six types of women and their suggested strategies. None of the six profiles represents any one, individual person. Rather, each profile is a composite which draws together the most common problems and strategies for women who share similar circumstances (income, living arrangements, etc.). The second part of the book addresses the issues associated with going into a school or training program: selecting the most suitable program, finding financial aid and good child care, and choosing

a career or profession. We have provided you with the names and addresses of national organizations which in turn can steer you to the resources available in your own community, and have included a list of some readily available books and pamphlets which offer additional help.

More than 50% of the women in this study went into a school or training program as a way of getting a better job or achieving independence. They encountered obstacles and problems—some of them severe—along the way. Despite such problems an overwhelming number of these women point to unforeseen rewards in the experience—such as self-confidence, new friendships, and more independent children.

The strategies we have included in this booklet worked for some of these women. But be warned: they may not always work for you. Many of the women we talked with were successful because they went about solving the problems that arose in the course of their education in ways that were clever, resourceful and imaginative. When one tactic failed, they tried another. This booklet lays out no hard and fast answers. It merely *suggests* approaches that you will have to modify and mold to fit your own situation and your own needs.

ACT I

Six Real-Life Dramas

SIX REAL-LIFE DRAMAS

One day in the life of six typical mothers who are trying to further their education or training, interspersed with the very questions and answers you would most like to hear from them.

Cast of Characters

MOTHER. (Sometimes referred to as the "Tragic Heroine.") She has the chief role in this drama. She is married or single, divorced, separated, or perhaps just "living with." Her age ranges anywhere from 17 to 50+, and she lives in a house or apartment (rented or owned) in a town, city, suburb or rural area.

VARIOUS AND ASSORTED CHILDREN. ("The Little Darlings," "Little Devils," or "Innocent Victims.") Sometimes seem like a cast of thousands, but, in reality, the number of children per household usually ranges from one to five.

Also

HUSBANDS, MALE FRIENDS, PARTNERS, EX-HUSBANDS, etc. (In this drama, definitely a secondary role.) Characters vary. "The Heavies," pounding fists on tables, demanding supper, breakfast, clean shirts, etc., etc. "Good Guys," shown washing dishes, buttoning pajamas on CHILDREN, shopping, making dinner, and so on. Sometimes shown eating dinner alone, or eating dinner alone with kids.

SCHOOLS, COLLEGES, TRAINING CENTERS, EMPLOYERS, DAY CARE CENTERS, etc. Those behind-the-scenes forces that pull the strings, make life miserable, make it worthwhile, save the day, or whatever. These "institutional" roles are extremely varied and often crucial in determining the success or failure of MOTHER.

ASSORTED FRIENDS AND RELATIONS OF ALL RACES, BOTH SEXES, ALL AGES. They provide occasional or spot child care, emergency babysitting, sometimes financial support, ongoing emotional support, and a host of other aids and services and even parts of the anatomy (like the Sympathetic Ear) to MOTHER at her most desperate, despairing and/or determined times.

MONEY: THE HEART OF THE MATTER

CARMEN: Low income, head of household

The question was, would Carmen make it till the end of the week with only $2.50 in her pocket? Leave it to the Welfare Department to mess things up. They'd promised to send her school stipend, plus the food and transportation allowance, by Monday, but here it was Wednesday and no check from Welfare had arrived. And now her counselor, Ms. Johnston, said it probably wouldn't come till at least Friday, though if she really wanted it she could pick up the check at the office. That would mean she'd have to miss class, and she couldn't miss another day—or even an extra hour, for that matter—because the school where she was going to make up her basic education (and, she hoped, end up with a General Equivalency Diploma) had very strict attendance rules. She'd already missed school when her daughter Margaretta, age 8, had gotten sick and the grade school principal called and told her to take Margaretta home. The second time she'd missed class was when Tony, age 3, had fallen in the playground of the Leave-a-Tot day care center, and she'd had to take him to the hospital. And then she'd been late for class several times, all because the bus was so unreliable and off-schedule.

But back to the problem at hand. Maybe her sister Evelyn would lend her some money. Ever since Manuel had walked out on her, Evelyn had been very helpful, even taking care of the kids a few times.

With only $2.50 in her pocket, they'd all have to survive on peanut-butter sandwiches, and she certainly wouldn't be taking the bus this week. Well, the walk would do the whole family some good. She'd take Tony to the Leave-a-Tot Center, and while she was at it, she'd have a talk with the director. Carmen was not really pleased with the day care center; it just didn't seem to be clean or well run, and Tony had even been beaten up by the older kids.

While she was thinking about her problems, she might as well think about her own school program. She really wanted that GED, but she just didn't like the way her school treated the students—just like children. After all, Carmen was 31, and just because she was on Welfare and was poor was no reason that she shouldn't be shown some respect. Maybe she'd talk to the school counselor, although the last time, when she went to complain about how disorganized the school program was, it really hadn't done any good, and she felt now that she was branded as a trouble-maker.

CARMEN: HOW ABOUT A LITTLE STRATEGY?

For getting money (and food). Carmen is facing an emergency and it is natural that she should turn to relatives, like her sister, for aid. She does have other options, however. Checking with the churches and social agencies (like the Salvation Army, for example) in her neighborhood is one possibility. These institutions sometimes have emergency funds for people with short-term problems. The school she attends may also have a student loan fund for emergencies; after lending her the money, they, in turn, will be reimbursed by the Department of Welfare, or by Carmen when she gets her check.

Some social agencies also keep a supply of canned goods for emergencies or they may be able to supply Carmen with purchase orders that she can use in the supermarket.

A final short-term suggestion— start saving loose change for emergencies.

For transportation. If she wants to take the bus, Carmen's best bet is to buy a monthly bus pass. As a student, she may be eligible for student rates, or she may discover, after checking with the local Board of Education, that she is entitled to a free student bus pass.

An alternative (especially because her bus service has not been reliable) is for Carmen to look for another means of transportation. She could check around at school to see if any of the students live near her and would be willing either to (1) give her a ride, or (2) share the cost of a jitney or taxi with her. One mother reported resolving two problems at once: "I traveled in a car pool with two teenagers. We helped each other and studied on the way."

For child care. Carmen's instincts—to talk with the director of the child care center—are exactly right. If, after talking with the director, she still feels the day care center is unsafe for her child, she could contact the governmental agency with authority over day care facilities (usually the Department of Welfare) to ask them to check the Leave-a-Tot Center to see if it meets the licensing requirements. Carmen could also form a parents' group to work with the center in bringing about change. (One such group of parents joins in a monthly clean-up at a day care center that used to be dirty and cluttered.)

If Carmen decides that the center is not willing or able to change enough, she may choose to remove Tony from Leave-a-Tot. To learn of a more satisfactory day care program, she could try talking to some of the parents at the school she attends, or she might try looking for relatives or friends who will care for her pre-schooler.

For a more satisfactory school situation. Complaining about a school program is a tricky business, and, needless to say, complaints are not always well received, but talking with teachers or enlisting their support can often be a rewarding experience. Many mothers reported that the special relationship they formed with a particular teacher helped them get through school. Another approach may be to go to the director with a specific request—for a more lenient absentee policy, for example—rather than making the very general complaint that "the teachers don't treat us right." Carmen might be more successful, again, if she bands together with some other students in approaching the director. If a quiet, well-organized group cannot bring about change, the next step might be to seek out the next higher official, or the school's board of directors or sponsoring agency. Students may have to realize that some schools, especially those sponsored by federal agencies, are inflexible in certain areas.

Pre-planning. A little pre-planning might have helped Carmen avoid many of the problems related to the program she chose. Thirty-seven of the 215 women we interviewed said that, if they had it to do all over again, they would have chosen a different program. Select your school or training program carefully. Know the school's rules (especially attendance rules) beforehand. If you feel that the rules will be a hardship to you, look for a different program. If you'll be using buses, choose a school with good bus service nearby.

Some programs offer services which make life easier for mothers. Carmen may have been happier if she had found one that was shorter, offered flexible scheduling, and had child care available for her son.

Women on Welfare should spend time learning about the benefits they are entitled to, such as bus passes, clothing and book allowances, and so on. If you don't have a caseworker who will go to bat for you, try the Welfare Rights Organization, a national group with chapters in most cities. Find out early on about the services of neighborhood churches and social agencies.

To be honest, we must admit that Carmen's situation is complicated and tough to solve. If you find yourself in similar circumstances, be warned that trying these strategies does *not* guarantee success. Don't give up after the first setback and don't be ashamed to admit a temporary defeat. Problem solving may turn out to be a long-term affair, with numerous temporary roadblocks and upsets along the way.

FAMILY FEUDS

MELVA: Low income, married

Thank heavens James had finally gone to bed. They'd had fights before, but somehow this one had seemed worse than ever. He'd thrown it all up in her face—how her school program was taking away the money they needed just to live, how the house was a pigsty, how dinner was never ready when he got home from work, how the kids were always crying (and this he took as a sign that they didn't like her going to school); and then he finished up by saying she couldn't drive the car to school anymore because she was wearing out the clutch. Oh, Melva had come back with a few of her own—how it wouldn't hurt James to help out more around the house, and how as soon as she got the house cleaned he'd come in with his dirty work-clothes and get grease and oil stains over everything, and how they would have more money if he would just let her finish the carpet installation program so she could go out and get a job.

Since she couldn't drive the car to school, Melva would have to get up early tomorrow to take the bus. And those buses never seemed to be on time, so she'd probably have to be at the corner fifteen minutes early. Well, at least the bus strike was over now.

Tomorrow was beginning to look pretty grim. Her cousin Edwina had called to say she couldn't take care of little Jay, age 2, and Leo, age 5, on Thursday, so she'd have to call her grandmother about babysitting. Right off the bat, Melva knew that was a bad idea. Up until last month her grandmother had taken care of the boys while Melva was at class, but it just hadn't worked out. Melva and her grandmother had radically different ideas about child care. Melva wanted the boys to learn independence and to play with other children their age, but her grandmother wanted them to stay in the house and be "good little boys." So, even though it had been difficult to tell all this to her grandmother, Melva had asked her cousin to take the two boys. Calling her grandmother again for help would be a kind of defeat. Worse than that, she'd have to hear her grandmother's opinion on how Melva shouldn't have gotten married when she was only 17 to that shiftless James, who couldn't find anything better to do than pump gas for a living. No, she couldn't face that tomorrow. Maybe she'd call her sister-in-law Bonnie to babysit. Of course, getting the kids to Bonnie's would be a real hassle. Maybe James would drop them off, he'd done that once or twice. Family, friends, school work, children, money . . . not to mention the waitressing she did on the weekends . . . could she keep juggling it all?

MELVA: HOW ABOUT A LITTLE STRATEGY?

For better family relations. Melva's major problem is in the area of family harmony (or lack of it). She has never really won James's support for her participation in this training program, and, as a result, James feels left out. To help James feel less left out, Melva could try involving him in her training program in a number of ways, such as asking for his help with her homework or in practicing carpet installation techniques. She could emphasize that "they"—the family—will benefit from her training and future employment and that she needs his support. To gain his support, Melva might try setting aside a special time each week when the two of them could be together just to have fun—not to talk about school, or the house or their problems.

For more help in the house. Melva's kids are young, but they can learn to do simple tasks—pick up their own toys, clothes, and so on. Melva's basic philosophy—to teach her children independence—should help her here. Melva still faces the problem of getting more cooperation from James. As a start, she could try getting him to do just one task—like taking off his greasy work-clothes immediately and throwing them in a specially provided basket.

While Melva may be in no position to think of owning a car, many mothers told us how important a car was in giving them some measure of independence and flexibility. Purchase of a car became a top priority for many women in school. One mother told us, "I think it's important for every woman at least to learn how to drive in case of emergencies."

To ease the financial strain. Melva's participation in the carpet installation program is straining the family's limited finances, but she probably is eligible for some financial aid. She asked a financial aid counselor about getting a grant, but he discouraged her, saying she probably would not be eligible because her husband was employed. Melva should not be discouraged by one "no." Many state and federal aid packages come wrapped in a cluster of restrictions and limitations, but by studying the basic and supplemental aid available, she could well come up with enough money to ease the problem. (See our financial help section, p. 23.)

For child care. Melva has two different kinds of child care problems. She and her grandmother clash frequently in their ideas about child care. This is not uncommon and is especially troubling when the child care provider is a close relative. Many women prefer professional child care services, which allow them a better chance to insist on a child care setting that suits them.

Melva's second problem is short-term, emergency child care. What she (and every mother) needs is a back-up child care plan. One mother reported working out a reciprocal arrangement with a neighbor for emergencies: "She'd watch my daughter, and I'd do some sewing for her." Some suggestions for how to find babysitters: check with local colleges, which sometimes keep lists of students available for babysitting; check with friends and neighbors; check ads in local papers to find people who want to babysit. Interview some of these people beforehand, keep a list and when the need arises, call on them for help.

Another solution—and one that might not be very suitable for Melva, but that is used occasionally by mothers—is to take the kids to school with her. One mother reports leaving her kids in the student lounge, with a few toys or coloring books, while she is in class. If the need arises, check first with your teacher or institution.

Pre-planning. Enlisting the family's cooperation should always be a first step. If Melva had involved James in her decision to go into a training program right from the start, his attitude might have been more positive. It could be, too, that James himself would like to go back to school and maybe they could work out an agreement that would let him return to school when Melva finishes her training.

Melva might have given more thought to the family budget, too, either finding ways to save money for school, or digging around for a grant or stipend.

SHIPWRECKED IN SUBURBIA

PATRICIA: Middle income, married, not employed

Waxy build-up! Funny how those dumb television commercials can get to you. Pat surveyed the room, as she desperately tried to work out a plan for today and tomorrow. Even by her own (new and revised) standards for cleanliness, the place looked pretty dreadful. By Carl's standards—and he made it abundantly clear that he was dissatisfied with her efforts in the house—it was totally unacceptable. Pat had to prepare for three classes tomorrow (one of them at dinner time), an exam scheduled in one subject, and a report due in another. How she'd ever get this mess cleaned up before Carl got home was more than she could imagine. Besides that, she'd have to

cook dinner for two different nights--tonight and tomorrow--because one of tomorrow's classes came right at dinner time.

Well, maybe she'd organize a clean-up when the kids got home from school today. That was sure to create a fuss. Terry, age 4, was too little to help, and Bobby, 10--much like his father--felt that dusting and straightening up were beneath his dignity. That left Ann, age 12, but she resented having to help out in the house.

Perhaps this new house in the suburbs was not such a good idea. Keeping it clean and in shape was almost a full-time job in itself. And the expense. Carl's salary--$20,000--had once seemed like a lot of money, but it was eaten up by car payments, insurance, the mortgage, inflation, and now the cost of her tuition. At the beginning of the school term, when she unexpectedly had to put out $100 for books and $35 for a lab fee, she thought they just wouldn't make it, their household budget was so tight.

One more year and she'd have her dietician's certificate from the Adams Community College. But right now, life was beginning to overwhelm her. Going to school and preparing the homework was exhausting in addition to everything else. If only she were one of those superwomen you read about in the magazines. Then she'd be able to manage the house like a breeze, have five-course dinners waiting for Carl each night, be a better mother, get straight A's in school and have free time left over just for Carl. Enough daydreaming--time to clean the house!

PATRICIA: HOW ABOUT A LITTLE STRATEGY?

For organizing the household. Patricia has always thought of herself as the one person responsible for all of the work in the household. Now that she is in school, such an approach is burdensome and exhausting. Superwomen, at least in our experience, only exist in the magazines. Many women we interviewed started out, like Patricia, believing that they should continue to do as much housework as before and that they should do it all themselves. Slowly some of them began to re-organize their households, combining two basic approaches: (1) they lowered their standards for the housecleaning, doing fewer tasks and doing a less thorough job, and (2) they worked out a cleaning arrangement which involved all family members in the housework. Women who asked directly for the help of their children, husbands or other adults living in the household were more likely to get the cooperation of others (though sometimes grudgingly) than those who simply complained a lot in hope that others would volunteer. Further, many women re-ordered their priorities: when the choice was between homework and housework, they chose

to complete their schoolwork first. "I found that I could do less and less work in the house as time went on and not feel guilty. Nobody knew my house wasn't as spic-and-span as before except me."

Re-organizing the household can take several forms: (1) investing in a few labor-saving devices (a crock-pot, one mother suggests), (2) setting up a cleaning schedule for all the family, (3) assigning tasks (usually through a family conference), and (4) helping the family learn to work together as a team. Some advice from other mothers:

"Vary the tasks each family member does."

"Everyone in the household was responsible for his or her own room, and was jointly responsible for meals and cleaning."

"Organize your home on the weekends, and don't mess it up during the week."

Some mothers chose to reward their children by paying them for particular tasks, or by increasing their allowances, to reflect their additional responsibilities in the household.

To meet unexpected expenses in a school or training program. Some scholarships and stipends are available even to people in Patricia's income bracket, as she might have learned by visiting the Student Aid Office. Many institutions have scholarships earmarked for particular groups of students—women, for example, or those enrolled in particular vocational training programs. Another choice for educational financing is the student loan—typically a low-interest loan with repayment deferred until the student has finished school and can begin employment.

Trying to cut down on some program expenses is another option—by carrying one's lunch to school; by purchasing used books, lab equipment and uniforms; by sharing books and equipment with others; by borrowing; and so on.

To ease the strain of an exhausting school program. The main reason Patricia is so tired is that she still believes she must "do it all" herself. When others begin helping out at home on a regular basis, she should be less exhausted.

However, some of the problem may well be with the school workload itself. Teachers have a tendency to assign heavy doses of homework, and, unwittingly, several teachers may assign tests or reports that are due on the same day. If this is so, Pat may find it helpful to speak with individual teachers about the length of assignments or about changing the due date for a report. Teachers can be helpful in various other ways: by giving her tips on how to study more effectively, by helping her individually with difficult course material,

or simply by giving her the support and encouragement she needs to continue in the program.

Pre-planning. Our advice to Patricia is much like the advice we gave to Melva: get the cooperation of your family first. Re-organize your housework to include the whole family. And check out special grants, stipends and scholarships for women.

STORY OF A DROP-OUT

BETH ANN: Low income, head of household

Beth Ann, age 23, collected her schoolbooks for the last time. Almost in tears, she gathered up her children: Keith, 12 months, Barry, two-and-a-half, and Evie, four—and began walking them to her mother's house. She finally had come to a hard decision: today she would go to the dean and tell him she was dropping out of the drafting course.

Beth Ann had seen an ad on television last July for "Jobpower." The ad said that Jobpower would help unemployed people get training and jobs, so she went down to the Jobpower office, and took a whole series of tests to see what kind of work was best suited to her. On the basis of the tests and her interests, Jobpower agreed to pay for her training in a drafting program at the Circle Technical School. She had done very well on the aptitude tests, and the Circle Tech people were just sure she would do well in their training program. The only problem was that she had to take a trigonometry course, and she really didn't have the proper math background. But the director of the program had given her an intermediate algebra book and told her to work on algebra on her own during the five weeks before classes started to prepare herself for trigonometry.

She tried to get through the algebra book, but she was so rusty that she couldn't even remember how to work with fractions. And when the trig class started in September, the teacher was talking about angles and sines and cosines and she didn't know what they were. She went to the teacher for help, and he was very encouraging, telling her he was sure she'd catch on in a week or two. But

she didn't, so she went to her counselor, and he was encouraging, too, telling her how bright she was and that he knew she could do it. Finally, she went to the dean and he told her that she had until the eighth week to drop out and she should try to hang on until then.

The trigonometry was bad enough, but on top of it, she'd had another problem that was just as damaging to her school performance. Jobpower was paying so that she could hire a babysitter for her children, and she had arranged for her mother to take care of them. At first that seemed like a good arrangement for all of them, but her mother had diabetes, and on several occasions had been too sick to take care of the kids. Beth Ann had tried to get another babysitter at the last minute, but no one else would take care of three preschoolers. As it turned out, her mother had been so sick that Beth Ann stayed home from school to take care of both her mother and the kids, which put her even further behind in her schoolwork. Her mother's health was so precarious that Beth Ann feared she'd be needing even more care as time went on.

Putting her own life in order was an uphill struggle. She started staying up all night once a week to clean the house. She dropped one of her four courses at school in hope that she'd have more time for the math, and cut some classes to study for her trigonometry test. But she was losing weight, she had no energy, and she feared she'd be sick if she kept this up.

As she walked the kids to her mother's, she planned what she would say to the dean, the counselors, and her teachers. She'd say, "Hey, guys, look. I'm just not qualified for this math course. After weeks of crying about it, it's time for me to take charge of my life again. I am wasting government money and wasting my time and your time. I have decided to drop out of this program."

BETH ANN: HOW ABOUT A LITTLE STRATEGY?

Our interviews with women who did not complete their education or training programs showed that many shared much in common. As a group, the drop-outs were younger than average, were more often single heads of households with very young children, and they were often enrolled in relatively long programs. While none of these characteristics (or even all of them) spells failure rather than success, what it does indicate is that younger, poorer women who have several pre-schoolers and who have undertaken demanding programs can expect to encounter more problems and more serious problems than many other mothers.

Beth Ann is no exception. She has financial, transportation, and child care problems in addition to a serious academic situation and difficulties arising from the health of family members.

For better success in her training program. The drop-outs in our study often encountered difficulties with the programs they chose, sometimes because attendance rules were too strict, because they did not like the program or felt it was not well run, or because, like Beth Ann, they lacked some necessary academic background. All of this points to the importance of finding out as much as possible about the school and program before you enroll. Even so, difficulties may arise, and when they do, drop-outs, as a group, tend to rely heavily on themselves rather than looking for help from others. Although Beth Ann asked for help from teachers and counselors, she didn't get much and she didn't insist on getting real help, such as an offer from the teacher to tutor her individually or to arrange for tutoring. Many students have trouble with math, and if Beth Ann had joined with some other students, they might have been able to get the school to set up a tutoring service. Then again, Beth Ann might have been able to form a study group or to share the cost of a tutor with other students.

The decision to drop out of a program is always difficult, but it may be the best choice in some instances. In Beth Ann's case, she decided to sign up for some basic math courses at a community college until she felt capable of returning to a trigonometry class. One woman who had similar academic problems told us, "It's important to be realistic, and not demean yourself because you can't achieve what you feel is necessary." Another woman said, "Training or education should leave you with more confidence rather than taking away your confidence. If you feel you are not learning, then the program is not filling your needs. Don't feel bad about dropping out or trying a different approach."

For health and child care problems. Beth Ann's reliance on her mother as babysitter has created two problems: when her mother is sick, she not only has to help her mother, but has to worry about babysitting, too.

Our drop-out group seemed to have smaller support networks than others; in other words, they relied on themselves and only a very few others. Beth Ann needs more people in her life to call on, and we can suggest a few possibilities.

She might try having another adult live in her house, such as a student who will do some babysitting and housework in exchange for room and board, or a cooperative living arrangement with another woman in the same situation, or she might consider having her mother move in. This would make it easier to care for her mother,

and might ease her financial burden. But if Beth Ann is going to take classes or be out of the house much, she should consider getting outside help for her mother. Possibilities include (1) a visiting nurse who would come when Beth Ann is at school, and (2) arranging for her mother to receive Meals-on-Wheels.

Jobpower is willing to pay for babysitting, and Beth Ann should go back to her counselor there for help in locating a suitable, licensed day-care home for her youngsters. Beth Ann also needs reliable back-up child care, and, once again, she should attempt to broaden her sources of support, perhaps by working out some kind of reciprocal child care emergency arrangement with a friend or neighbor.

Beth Ann has some special problems because her children are preschoolers. Women in our study who had only pre-schoolers tended to have many problems. One which recurred frequently was the sickness of a child. These women also found the cost of child care and transportation to be a strain on their finances. Transportation generally was time consuming and not dependable for them, and they were bothered by unexpected expenses in school or training programs. They also reported problems related to not having enough time to spend with husbands or male friends. Some women dropped out of school or lightened their course loads until their children were older, and others just plugged along with an eye to the future.

For a different approach to problem solving. Beth Ann approaches almost every problem by trying to make personal adjustments in her own life, like staying up all night to do the housework, cutting classes, and so on. She should learn to make changes in the world around her instead, like pushing the training school to set up a tutoring program, re-organizing her household so that it will run more efficiently; developing a support network of friends, neighbors and additional relatives; training her children to become more independent as they grow; and joining with classmates for help and support.

ALL BOOKED UP

CHRISTINE: Upper-middle income, married, employed

Sunday night. While John was doing the monthly bills, Christine would make out her weekly schedule. Without that schedule, Chris knew her week would be a jumble of missed appointments, class assignments not finished and household tasks undone. Her job took the biggest block of time—8-5, five days a week, as a bank assistant. Two nights a week were spent at Chartiers University, where she was working on her bachelor's degree in economics. And Wednesday evening—that was the night when she and John did the grocery shopping, ran errands, picked up laundry and cleaning, made sure the children's clothes were in order, and so on.

So that left Monday evening—she'd have to study for a test. On Friday, maybe the family would go out to dinner. Lately she'd begun to feel John's impatience with her hectic schedule, and she felt that somehow she'd have to make a little more time to be with John and her four children: Evan, 10; Katie and Jenny, 14-year-old twins; and Greg, 17.

She blamed the college for some of her problems. Not only did they pile on the homework, but the schedule itself didn't seem to be geared to the working mother. For example, she wanted to take both courses on the same evening, but the school didn't offer it that way. What she wanted was really a course where she didn't have to attend classes at all—home study, some schools called it—but the economics department didn't offer that option.

Yet, compared to some women Chris knew, her life was a snap. Together she and John were earning more than $30,000, and Chris paid for her own tuition, secure in the knowledge that it was not eating into the family budget. Besides, they could afford help to clean the house (she must remember to leave instructions for Mrs. Hale tomorrow). Her children were older and increasingly independent. Looking back on it, working and going to school had actually been good for the family. Chris herself felt a new sense of confidence, she no longer felt drained by the housework, and even her kids were happy because she no longer nagged them all the time. She did feel some dissatisfaction that she now had so little time for making new friends. Friends had always been important to Chris, but spending time with new people seemed to be out of the question in her current time crunch.

CHRISTINE: HOW ABOUT A LITTLE STRATEGY?

For more flexible scheduling at school. Christine's big problem is time—there's never enough of it—so any flexibility she can gain at school will make the rest of her life easier, too. Most students do not fully explore the options available at their educational institutions and Christine is no exception. While her department does not offer home-study courses (although yours just might), it does offer something called independent study, which allows a student, working with a faculty member, to pursue course material almost completely on her own. Using that option, her schedule for the next term might include one night-school course, plus an independent-study course. Some colleges are now adding weekend programs especially aimed at working people, and extension courses located in the suburbs and outlying neighborhoods surrounding the college.

If the school does not offer the kind of flexibility Chris needs, she might try bringing some pressure on the institution for change. Once again, it's helpful to lodge complaints in a group. Chris could stop in at the Chartiers University Women's Center to see if there are some other women who would like to join her in a meeting with the college administration.

Chris often feels overburdened with course work. She might use her time more efficiently, for example, by spending an hour each night after work in her office, where it is quiet, and preparing her homework on the office typewriter. Many of the women we interviewed expressed a strong desire to finish their college program as quickly as possible. Some took time off from work to finish their programs more quickly. These strategies, while effective, do add pressure to all the other parts of a woman's life.

To get more time with husband, children, and friends. Because every minute counts in Christine's busy life, it would pay her to look at the household tasks more closely. She and her husband are now doing the grocery shopping together; alternating this task might give each of them a little more free time. Her 17-year-old son, Greg, is driving now, and could do some of the errands, and pick up the laundry and dry cleaning. These are just examples of the many ways in which most household work can be re-organized.

Chris might also try involving the family in some of her school work—getting them to quiz her for tests, taking the kids to the library with her, talking about her course work at dinner sometimes. One woman we talked with relied heavily on family conferences to air out the difficulties that arose from her participation in a college program and found that the family became much closer as a result. Christine and her husband, John, might consider taking a periodic

"Get-away Weekend" at a resort hotel or motel with swimming pool, sauna, nightclub—the works—to relieve some of their tensions.

To get to know some new people—maybe an interesting classmate or two—John could take the kids out to dinner so Chris can have a pre-class snack with new friends, or pay a babysitter to oversee dinner once or twice a month.

Pre-planning. Christine could have investigated the college possibilities a little more thoroughly, as we mentioned. But she really missed an opportunity by not discussing her school plans with her employer. Like many large employers, the bank has a tuition reimbursement program, which reimburses employees for the cost of work-related college courses. Further, she and her employer might have negotiated a flexible workweek schedule, allowing her to work her 40 hours at the times most convenient to her. Another possibility is released time from work, which would allow her to attend one course during the day.

A LITTLE CLOUD IN THE SILVER LINING

DALE: Lower-middle income, head of household, employed

Dale dressed slowly, pulling on the pants to her police uniform, brushing the cap, feeling the solidity of her heavy leather belt, the holster and the gun. She mulled over the conversation she'd just had with her parents, who, with true regret, informed her that they no longer could look after her daughter Julie. Well, you couldn't blame them. They were getting on in age, and Dale's irregular schedule was hard on them. Right now Dale worked the 3 to 11 p.m. shift, which meant that they were with 13-year-old Julie from the time she got out of school until 11:45 at night, when Dale got home from work. Now that Dale worked on weekends, her folks were tied up so much that they finally concluded that even the babysitting money Dale paid them did not make it worthwhile for them. Dale had waited before going to work until her children were older. Her three oldest children were now either married or in college, but she just didn't feel comfortable leaving Julie on her own.

The announcement broke what had been a terrific mood. Dale had just finished three months of police training, and, as of today, she was a regular member of the force. The training had been rough

—eight hours a day of course work at the Academy, followed by physical training, ju-jitsu, exams and studying. But she'd finished with good grades. Starting salary on the police force was better than $12,000, with good benefits, and, better still, Dale really loved the work—meeting people, excitement, working in a field that was still comparatively new for women. Some of her relatives warned her against police work because of the dangers involved. She'd considered the risks, but felt it was more important to have a job she enjoyed and felt good about, and one for which she would be paid fairly. From time to time she collided with some diehard anti-woman types on the force, but even they were beginning to see that women had a real role in police work.

Somehow she'd make better child care arrangements for Julie. All in all, she felt lucky. She'd had good training, paid for by the county. She had good prospects for advancement on the force, and, best of all, her daughter Julie took real pride in her mother's new role as a police officer.

DALE, HOW ABOUT A LITTLE STRATEGY?

Pre-planning. Dale's pre-planning came just where it should have been—at the beginning. She made a number of decisions that contributed to success in her training: (1) she waited until her children were older and more independent; (2) she went into an employer-paid training program; and (3) she thought carefully about her choice of occupation, weighing the benefits and the drawbacks. As her children grew up, she taught them to help around the house as a team and to learn independence, and, as a result, the housework had never seemed burdensome to her. With her comfortable beginning wage, she was able to purchase a few labor-saving devices, and she occasionally hired someone to do the heavy housecleaning. To cut down on transportation expenses, Dale arranged—even before her training started—to join a carpool with some women already on the police force.

For child care. Dale has child care problems because of her irregular working hours, a problem shared by many women who work on rotational shifts, who work in the evenings, or who have erratic schedules. But Dale has not adequately explored the child care possibilities: she might try a live-in babysitter, possibly a college student or an older person on social security. Another option is to hire two babysitters so that neither one would be so tied to Dale's schedule.

Further, Dale might draw on her large network of relatives and friends to spend time with Julie. Even though Dale's parents found

full-time babysitting to be burdensome, they'd be happy to see Julie on a limited basis; Dale might arrange it so that Julie regularly spends time on the weekends with them or stays with them occasionally for a few days at a time.

Julie is growing older and probably would enjoy a bit more independence. Many of the women we interviewed left their children alone for an hour or so after school. In most cases, the women asked the son or daughter to check in by telephone, left notes for the children, and set down some ground rules for what the children were allowed to do during this period. Said one woman, "When I started back to school, my children became more independent. They learned to do things they said they couldn't do." Leaving Julie on her own for an hour or two would also mean that the babysitter would not have to work such a long day.

For sex-discrimination. Although it's probably not possible to eliminate sex discrimination and sexual harassment from some jobs, Dale's police training program prepared her for this eventuality. The Police Academy brought two women officers to discuss with the female trainees the best ways of coping with sexual harassment, and a liaison counselor was always available to talk about problems that arose while Dale was on the job.

Sex discrimination or harassment can be serious and even dangerous to job performance. It is also illegal. If you cannot successfully counter these problems through personal diplomacy, join with others and try counselors, supervisors, labor union representatives, Human Relations Councils or Committees, or the Equal Employment Opportunity Commission.

A FINAL NOTE: Remember, the solutions suggested in this booklet do not guarantee success. The best strategies—or approaches to problem-solving—will come from you.

ACT II

The Rest Depends On You: Some Ideas For Starting Out

Choosing a School or Training Program

THE SCHOOLS WANT YOU

Schools today come in a bewildering array of sizes, shapes, loca- and costs, and shopping for the right one can be both challeng- d frightening. One thing in your favor today is that you are y the kind of student most schools are looking for. You've had experience in life; you probably have a good idea of what you to learn; and you're likely to be well motivated and serious about completing the program you select.

So, in choosing a school, don't be too hasty. Make yourself a check list and ask some hard questions—both about yourself and the prospective alma mater.

How To Proceed

• Take an inventory of yourself: what kinds of activities do you like? What skills do you have? What are your goals in going back to school? Can you find a program that combines your interests with your plans for the future?

• Collect as much information as you can about schools and training programs. Ask the reader assistant at your public library for help, or if you know your way around the library, start at the card catalogue. Look under career education, vocational guidance, vocational education, professions and occupations. Ask at the reference desk to see their collection of college catalogues and for information about choosing schools, vocations and careers; ask also for information about accredited correspondence courses.

• For outside help in choosing a program, you might take an aptitude test or interest inventory and seek educational counseling. One organization which offers such services is B'nai B'rith. Contact: Dr. Norman Finegold, Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, DC 20036.

• When you find a school that interests you, write or call for catalogues, brochures and information about scholarships. Make appointments to see the admissions officer, counselors, or even the school's director. Some schools now have offices set up specifically to counsel women who are returning to school.

• Local Boards of Education in some areas sponsor post-secondary programs that are free. (Check Yellow Pages under "Schools.") These programs may include GED's, practical nursing and a variety of trade and technical programs.

What To Read

Choosing a Vocational School, #646F, 1977. Order from the Consumer Information Center, Pueblo, CO 81009. What to look for (and avoid) in post-secondary education.

Continuing Education Programs and Services for Women, Pamphlet #10, available from the Women's Bureau, U.S. Department of Labor, Washington, DC 20210. A state-by-state listing of continuing education services and programs of interest to women.

Directory of the National Association of Trade and Technical Schools. Order from W.A. Goddard, National Association of Trade and Technical Schools, 2021 L St., N.W., Washington, DC 20026. A state-by-state listing of accredited private schools.

Get Credit for What You Know, Stock Number 2900-00201 (70 cents). How can you get high school credit and/or college credits by taking tests and through independent study. Lists sources of information for preparing and taking qualifying exams.

Financial Help

SQUEEZING BLOOD FROM A TURNIP

One overwhelming fact to emerge from this study is that persistence pays off, and nowhere better than in securing financial aid. If you are really poor and want to enroll in a work-related course of study, your chances of getting aid are good—for tuition, travel, books and possibly even child care. In recent years, money has become more readily available, too, for those in the middle-income brackets, at least for those who don't discourage easily.

One woman we interviewed was at first unable to secure financial aid because she was told her family income was too high. She lived in an attractive, well-furnished suburban house, and her husband held a good job as a steelworker. But he would not give her one cent to enroll in a licensed practical nursing program. After months of trying one funding agency after another, she managed to convince the local Jobpower office that she did have "financial need," and that everyone would benefit if she could become a working member of society. She got her grant!

How To Proceed

• Start with your school or training program. Counselors and admissions officers should be able to tell you about available financial aid, give you forms to fill out and help you prepare them. See if your program offers any of the following: first-term starter loans, half-tuition for returning women students in certain courses, or family tuition plans (that is, if two family members register, one receives free or half-price tuition).

• Your employer may pay for some or all of your education, especially if your course work is job-related. Some companies offer their own training programs, too.

• Government aid. This should be available through your school or training program. Five of the most common types of government aid are described below. All require U.S. citizenship and all but the last require that you demonstrate financial need. Ask about them.

Basic Opportunity Grants, in amounts from $50 to $1600 per year. For undergraduates enrolled at least half-time in an eligible institution.

Supplemental Educational Opportunity Grants, for undergraduates or vocational students with exceptional financial need who would otherwise be unable to continue their education. Must be enrolled at least half-time. In amounts from $200 to $1500 per year.

College Work Study provides jobs for students needing financial aid. Jobs are on and off campus. For undergraduate, graduate and vocational students.

National Direct Student Loans, for students enrolled at least half-time in post-secondary institutions. Loans range from $2500 to $10,000, depending on type of program. Repayment begins nine months after graduation or withdrawal, with up to 10 years to repay at 3% interest.

Guaranteed Student Loans. Students can borrow directly from banks, credit unions, savings and loan associations, in amounts from $2500 to $5000 per year (depending on program), at interest rates of 7%. Repayment begins between 9 and 12 months after graduation or withdrawal, with up to 10 years to repay.

• Private scholarships and aid. There is a tremendous amount of private scholarship and aid money, with no really good central source of information describing such aid. The best bet is to ask at the reference desk of your library for guides or directories to financial aid (one such directory is listed below under "What to Read"). Try your own school; most have special scholarships.

A Few More Leads

• CETA Training Grants. Grants through CETA (Comprehensive Employment and Training Act) are an important source of federal government assistance. CETA money supports individuals in GED programs, refresher courses and a great variety of vocational programs. Start by calling the U.S. Labor Department office in your area (Yellow Pages, under "Government—U.S.; Labor Department"). Ask how to find out: (1) which local training programs receive CETA money; (2) if you are eligible to receive a CETA grant. If all else fails, write to the U.S. Department of Labor, Employment and Training Administration, Washington, DC 20213, for information about CETA in your local area.

• Try the Veterans Administration, if you've served in the Armed Forces.

• For women with any type of handicap or disability (either physical or mental), the state Bureau of Vocational Rehabilitation will pay for tuition and a stipend for books if you enroll in vocational or higher education programs.

• For budget counseling (household finance and debt problems), contact the National Foundation for Consumer Credit, Federal Bar Building West, 1819 H Street, N.W., Washington, DC 20096, or look for an agency geared to consumer counseling in your community (Yellow Pages under "Financing Consultants"). If you belong to (or have access to) a credit union, you will find they often offer free credit counseling and financial counseling, too.

What To Read

Educational Financial Aids: A Guide to Selected Fellowships, Scholarships and Internships in Higher Education. Available from American Association of University Women, 2401 Virginia Ave., N.W., Washington, DC 20037 ($1.00).

Educational Opportunities for Older Persons, #689F. Order from Consumer Information Center, Pueblo, CO 81009.

Federal Financial Aid Programs for Education, #539F, 1977. Order from Consumer Information Center, Pueblo, CO 81009.

Schlacter, Gail Ann. *A Directory of Financial Aids for Women.* Los Angeles, Reference Service Press, 1978. Lists scholarships, fellowships, loans, grants, internships, awards and prizes designed primarily or exclusively for women.

Scholarships, Fellowships, Grants and Loans. College Blue Book, 16th Edition. New York, Macmillan, 1977. Only one of a number of such guides and directories listing public and private aid, which should be available at your local library.

Child Care

IT'S ELEVEN O'CLOCK. DO YOU KNOW WHERE YOUR CHILDREN ARE?

Knowing where your children are and that they're in good hands may well be your most pressing problem while you're in school or training. "I just couldn't have done it if I hadn't had such a terrific babysitter," said more than one woman. But, mothers caution, it isn't enough to have one good child care plan; you need a back-up. That's why any time spent in tracking down the many possibilities for child care, day care, babysitting, emergency child care, and so on will be well rewarded.

Make some decisions first. Do you want someone to care for your kids in your own home? In their home? Do you want to send your children to a licensed day care program? If you can't have your first choice, what will you settle for?

Your search for good child care should be methodical and exhaustive. Judy, a young woman about to enter art school, told us, "I just sat there calling one day care center after another, making a list of what each one had to offer, their fees, hours of operation, transportation, and so on. I followed up every lead until I found what I wanted." Judy was looking for a day care program with hours flexible enough to suit her irregular schedule, and one with scholarships available or a sliding-scale fee arrangement. Figuring out your own priorities is important.

How To Proceed

- Telephone search. Start by calling the state Department of Welfare, Day Care Office; they are probably the licensing agency for all child care programs in your area. Ask for information about the different kinds of licensed private and public child care—including child care centers, family and group day care homes, state licensed individuals who provide day care in their homes, demonstration centers and after-school programs. You may be referred to local social service agencies which you can call for more advice and assistance.

- The local United Way may be able to tell you about licensed private and public programs. Ask for their Information and Referral Service.

- You can also do it on your own. Start with the Yellow Pages (look under "Day Care," "Day Nurseries," "Child Care"). Call churches in your area to see if they offer day care. Try colleges; many keep registries of students who want to earn money through child care. Don't forget your own school—it just might have a child care center, and, as a student, you may be eligible for special rates. Be creative! Call the Board of Education, the local YWCA's, social service agencies, anything connected with children. Do they have child care? Do they know of services they can recommend?

- Ask your relatives, friends, neighbors, casual acquaintances. They are good sources for locating child care and for rating the quality of those services.

- Advertise in the church bulletin, local newspapers, college papers.

Financial Aid For Child Care

- Private child care centers sometimes have scholarships or sliding-scale fees. Ask!

- You may be eligible for a full or partial day-care scholarship under Title XX funding (federal and state money). To find out if you meet the eligibility requirements for your area, try calling the following: Social Security Office; State Department of Welfare, Day Care Office; County Government (start with their Child Welfare Services Department). If one can't help, ask where to try next. Ask for information about Title XX funding for child care.

- The United Way may have grants to be used in local child care programs.

What To Read

Carro, Geraldine. "Mothering: Mothers Who Work." *Ladies Home Journal*, Vol. XCV, No. 9 (Sept. 1978), p. 81. Focuses on the quality of time that working mothers spend with children.

Lazarre, Jane, *The Mother Knot*. New York, Dell Paperback, 1976 ($1.95). Excellent account of Lazarre's own experiences in trying to go to college, her child care and household management arrangements, and her attempts to deal with her interracial marriage and biracial child.

Choosing a Career

YOUR CAREER: IT'S NOT JUST ANOTHER JOB

More than half of the women interviewed in this study said their main reason for going back to school was ultimately to get a better job. But some of them didn't find better jobs when they finished school, because first of all, they didn't pick the right school for those jobs and second, they didn't know enough about the job market.

Learning about the job market seems a bit overwhelming, particularly if you're someone who's never worked or never held a job that you could think of as a true "career." But the shelves (of your library and your bookstore) are almost overflowing with books geared to tell you (woman, homemaker, mother) how to wend your way through the mysteries of the job market. We have included a list of books and pamphlets specifically aimed at helping women make career choices; in doing so they touch on all the inevitable subjects—children and household problems, getting the proper training, dealing with husbands—and offer a wealth of strategies for choosing a career and making it your own.

What To Read

Government Publications (free unless specified)

Affirmative Recruitment Package. Order from the Women's Bureau, U.S. Department of Labor, Washington, DC 20210. Lists 57 national and local re-

cruiting sources for women, and addresses of state Commissions on the Status of Women, women's professional organizations and caucuses.

Apprenticeships, #541F, 1978. Order from Consumer Information Center, Pueblo, CO 81009. Qualifications, training and employment prospects for 60 occupations.

Counseling Women for Careers in Business, 1977. Five pages. Order from Women's Bureau, U.S. Department of Labor, Washington, DC 20210.

Job Finding Techniques for Mature Women, Women's Bureau Pamphlet 11. Order from U.S. Government Printing Office, Washington, DC 20404. Designed to help mature women prepare for and find employment. Includes sections on self-inventories, resumes, job hunting, letters of application, interviews and training.

Jobs Requiring Junior College or Technical Training, #540F, 1976. Order from the Consumer Information Center, Pueblo, CO 81009. Qualifications, training and employment prospects for more than 35 occupations.

Occupations in Demand, #543F. Consumer Information Center, Pueblo, CO 81009. Lists the number of job openings for roughly 100 occupations and cities where they are available (revised monthly).

Women in Apprenticeship—Why Not? Manpower Research Monograph No. 33, U.S. Manpower Administration, U.S. Department of Labor, Washington, DC 20210, 1974 (34 pages).

Books

Abarbanel, Karin and Gonnie McClung Siegel. *Women's Work Book*. New York, Praeger, 1975. A job-hunting guide with a good directory of professional careers, apprenticeships and technical jobs. Counsels avoiding the traditional women's occupations and includes some sane advice on job hunting when you have small children, how to use your experience to best advantage, and how to crack the "hidden job market."

Bird, Caroline. *Everything a Woman Needs to Know to Get Paid What She's Worth*. New York, David McKay & Co., 1973. Bird's basic advice is that the best jobs are in male-dominated fields. The book, in question-and-answer format, is filled with tactics for success in the working world. It includes a resource section describing an extensive range of education and training possibilities, such as continuing education, off-campus programs, management training, and vocational education.

Bolles, Richard Nelson. *What Color Is Your Parachute?* Berkeley, CA, Ten Speed Press, revised edition, 1978 (Paperback, $5.95). A step-by-step approach to identifying school and/or work goals. Not specifically for women, but excellent examples of how to use household experience and volunteer activities to best advantage in the job search. Bolles has also come out with

two briefer guides: *The Quick Job-Hunting Map*, and *The Quick Job-Hunting Map for Beginners*, each about $1.25 from Ten Speed Press.

Hennig, Margaret and Anne Jardim. *Managerial Woman.* New York, Simon and Schuster, 1977 (Anchor Press Paperback, $2.50). For women going into management or supervision in business corporations or social service agencies and universities. One chapter focuses on strategies for household management, goal setting, and dealing with prejudice. Although somewhat academic in parts, *Managerial Woman* provides a framework for understanding the corporation.

Kundsin, Ruth, ed. *Women and Success—The Anatomy of Achievement.* New York, William Morrow & Co., 1974. This book, though not easy reading, should prove a boon to the woman who wants a professional career. Includes the personal accounts of successful women (architects, chemists, mathematicians, educators, etc.) with particular emphasis on their family-related problems and their formulas for success.

Lederer, Muriel and the Editors of *Consumer Guide Magazine. New Job Opportunities for Women: Best-Rated Careers and Jobs for Women Entering the Market for the First Time, Returning to Work, or Changing Positions.* Skokie, IL, Publications International, Ltd. 1976. Combines career information with data about skills and training needed for various jobs. Information was provided by women actually engaged in the fields described, such as health care, business, engineering, science and public and personal service. The book is attractive, the writing clear, concise, and, above all, informative.

Mitchell, Joyce Slayton. *I Can Be Anything—Careers and Colleges for Young Women.* College Entrance Examination Board, Box 2815, Princeton, NJ 08540 (Paperback $4.50). A good guide for anyone who wants career help. Realistic assessment of some interesting careers such as photography, forestry, welding, journalism, and a list of recommended readings.

Progrebin, Letty Cottin. *Getting Yours: How to Make the System Work for the Working Woman.* New York, David McKay Co., 1975 (Avon Paperback, $1.75). In addition to the usual career counseling, Pogrebin talks about preparing husband and children for your decision to work outside the home. This is a lively book with a good career sampler, a resource section on "Where to Get Help—and Inspiration," and a good bibliography.

MAKING THE CONNECTIONS
(or How to Get Help from Almost Anyone, Night or Day, While in School, Keeping House or Minding the Kids)

Remember your first attempt at self-assertiveness? "Mother, I can do it myself," you said, in that superior tone of voice. And, as time went on, you did more and more of "it" by yourself. But going to school, keeping house, and being a mother are not things you can do all by yourself; and, in fact, you will have a much easier time if you drag in all the help you can muster—certainly your family, relatives, friends, teachers, counselors, and some of the many organizations set up to help and support those in your situation.

This section of the booklet is intended to help you after you have made your school and/or career choice, and have secured financial aid and child care. It is intended only to suggest the many kinds of support groups and services which exist in most communities.

How To Proceed

The first step in making a change in your life is to prepare your family. Talk to them; analyze how this will affect your lives. Insist on your right to an education or career, and help your family to accept and respect your decision.

Another obvious (but often overlooked) step is to decide just what kind of help you need most. Do you need companionship? Do you need legal help? Do you need help with your children? When you have identified your most pressing need, then you can seek the relevant organization. Here are few suggestions:

- Contact counseling agencies (look in the Yellow Pages under "Social Service Organizations"), such as Family and Children's Services, and don't forget religious-sponsored family agencies.
- Try women's support groups, such as women's centers (many of these are located on college campuses), women's shelters (for temporary housing and counseling), or organizations like the National Organization for Women, which has special task forces on education, credit, and discrimination.
- Call local community mental health centers, which offer various kinds of counseling and support services.
- Search out self-help groups or start your own.

• Try your school or training institution. Many schools now run support groups for mothers or older women returning to school.

• Try Big Brother/Big Sister organizations, which may be able to supply some extra support for your children.

A Few More Leads

Neighborhood Legal Services, 733 Fifteenth St., N.W., Washington, DC 20005. For local chapters, contact your local Bar Association or look in the phone book. Neighborhood Legal Services provides legal help to low income people in matters of civil law, family problems and discrimination.

Parents Without Partners, 7910 Woodmont Ave., Washington, DC 20014. Phone: 301/654-8850. This organization, with local chapters throughout the country, is a social support group for single parents and their children. Activities include social events (for kids, too), and discussions on such subjects as dating, how to handle loneliness, coping with stress, legal information, and so on.

Urban League, 500 E. 62nd St., New York, NY 10021. The national office does not provide direct service but can refer you to Urban League affiliates at the local level. Local Urban Leagues offer a variety of services, which may include educational and financial counseling, housing counseling, employment and health referrals.

U.S. Women's Bureau, U.S. Department of Labor, Washington, DC 20210. The Bureau, established in 1920 to promote equality for working women and to advance opportunities for employment, can provide information on a wide range of subjects. Ask them specific questions about employment, or write for their publications list.

Welfare Rights Organization. (No national office; look in the White Pages of your phone book or check with the welfare office to find local chapters.) This independent organization is set up to inform people of their rights under the welfare system, and to keep up with the current legislation affecting welfare regulations.

Model Programs Addressing The Needs Of Women: For Administrators, Counselors, Trainers, Teachers

Adult Re-Entry: The First Year. 1977. Available from: Adult Re-Entry, Triton College, 2000 Fifth Ave., River Grove, IL 60171 ($2.00). A model program set up at Illinois's largest community college. Includes descriptions of free testing and seminars, workshops on study and test-taking skills, non-credit courses aimed at developing self-confidence, counseling, child care, information and referral regarding financial aid, help with registrations, and other services. Applicable to other types of institutions.

Astin, Helen. *Some Action of Her Own.* Lexington, MA, D.C. Heath & Co., 1978. Based on research of 15 Continuing Education for Women programs, the findings are applicable to two- and four-year colleges and training institutions. Contains demographic information on students and their problems, and descriptions of counseling, orientation, flexible scheduling and policies set up to meet their needs. Documents the importance of role models and family support, and the difficulties in obtaining financial help.

Bell and Howell is involved with a model program at DeVry Institute in Chicago to train low income women in electronics. The program, funded by the Department of Labor, offers orientation, counseling, tutoring and supplemental training. The first group of trainees graduated in December 1979. Results should be applicable to any vocational-technical or employer training program. For information or suggestions for setting up similar programs, contact: Virginia Mills, Sales Dept., Bell and Howell, 2201 W. Howard St., Evanston, IL 60202.

Gery, G. J. "Equal opportunity—Planning and managing the process of change." *Personnel Journal,* 56 (4), 1977, 184 . Identifies problems related to equal opportunity in employment. Covers counseling, career planning, pregnancy policy, mentors and female models, day care. Aimed at industry management and personnel officers.

Rudnick, D.J. "Women in Technology: A Challenge to the Technical Institute." *Engineering Education,* May 1978. Suggestions for a model program in a technical institute, particularly addressing the problem of recruiting women.

Where To Start

(A personal page for your own notes, names and addresses of local organizations, people who promised to help, books you want to read, doodles and other important material.)